*AZELLA Placement Test Training

SESSION 4

SCHOOL YEAR 2015 – 2016

ARIZONA DEPARTMENT OF EDUCATION

*Session 4

*What do I do when...?

*Monitoring AZELLA Placement testing progress and reporting

*Contact Information

*FAQs:

What do I do when...?

*What do I do when...

...the list of schools in *PearsonAccess* is incorrect/incomplete?

* Contact the AZELLA Team at AZELLA@azed.gov

  * Let us know which schools need to be added, corrected, or removed.

    * New school opened

    * Existing school renamed

    * School has closed

    * Private schools

    * Approved Private Placement schools

*What do I do when...

...there is a discrepancy in a student's PHLOTE form?

* Check the SDELL70 report.

* Meet with the parents to reconcile any PHLOTE discrepancies.

* If a student is ELL in SAIS, that student continues as an ELL until scoring Proficient on the Overall Proficiency Level.

* Reporting English-English-English does not change a qualified ELL student's status.

*What do I do when...

... I get the message, "This student is not permitted to take an AZELLA Placement Test without a teacher referral form. If you have a referral, check the box," while registering a student in PearsonAccess?

* In these situations, when registering a student in *PearsonAccess* and assigning a test (Step 4: Select Assigned Tests), additional questions will appear and require a response. Check boxes as appropriate.

TAD

*Teacher Referral Form

A Teacher Referral Form is required prior to administering an AZELLA Placement Test for the following:

* Most recent AZELLA indicates an overall proficiency level of PROFICIENT.

* Most recent AZELLA test was less than 365 days (1 calendar year) ago.

* ENGLISH is the only response to all PHLOTE form and School Enrollment form questions.

State of Arizona
Department of Education

AZELLA Placement Test - Teacher Referral Form

This form must be used to refer a student for AZELLA Placement testing when an AZELLA Placement Test is not required.

Date _____ Student Na___ _____ SAIS # _____

District _____ _____ School _____ Grade _____

Mainstream to ELL Services

...room and is not eligible for ELL services. ... Level below "Proficient" on the AZELLA ...d into ELL services at the first appropriate

A student... ...een tested on AZELLA because all PHLOTE questions were answe... ...ious "Proficient" AZELLA score. There must be evidence that the student is hav... ...sroom based on a lack of English language proficiency that cannot be adequately addres... ...ferentiated instruction in a mainstream classroom. Such evidence should include assessm... ...m performance, or documentation of interrupted schooling. For monitored FEP students, attach the... ...onitoring form.

Teacher's justification for referring student for an AZELLA Placement Test:

* **Classroom teacher's view on academic performance of the student;**
* **Student's performance in the years between the last AZELLA test and current time;**
* **Standardized test results at a state and district level.**

Parent Conference is required. Parent(s)/Guardian(s) must agree to an AZELLA Placement Test and placement in ELL services if the student scores below "Proficient."

KEEP on File

AZELLA Placement Test – Teacher Referral Form

http://www.azed.gov/assessment/files/2014/05/azella-placement-test-teacher-referral-form-revised-05-14-13.pdf

*What do I do when...

...a student was registered in *PearsonAccess* without a SAIS ID?

Update the Student Data Information:

1 Student Data

2 Student Data Information
- Filter and sort students
- View total student counts
- Change student data

3 Enter student's name and click on Search.

4 Search

You may include the date of birth to narrow the search, or you can search all of the students.

5 Verify the date of birth matches the student's name, then click on the Student's name.

6 Edit

7 SAIS Number:

8 Save

Before the end of the scoring cycle the student tested in, you may add the SAIS ID and SAVE.
You may also edit the student's name, date of birth, gender, and ethnicity if needed.

If errors are found in the student information **after** the end of the scoring cycle, contact the AZELLA Team at AZELLA@azed.gov.

*What do I do when...

...the Speaking Test was not finished?

* **First Scenario:** The computer hung-up during the first 3 (Stage II) or 2 (Stages III-V) qualifying sound check questions.

  * The computer is unable to "hear" the responses.

  * Check the microphone on the speaker telephone.

  * Complete the practice session again, encouraging the student to speak with a strong voice, but not shouting.

  * Dial-in and try to complete the Speaking test again.

*What do I do when...

...the student won't respond to the Speaking test?

* If the student does not respond to <u>3 attempts</u> at the Speaking test, the **test administrator** must do the following on the 4th attempt:

  * Re-dial and provide the answer to the first <u>3</u> questions (Stage II) or <u>2</u> qualifying sound check questions (Stages III-V):

    * 1 – **What is your name?** (respond with the student's first and last name)

    * 2 – **What is your teacher's name?** (respond with the test administrator name)

    * For Stage II, question #2 is – **How old are you?** (respond with the student's age)

  * Remain silent for the rest of the Speaking test. Do not provide any more answers.

  * The test administrator will hang-up the phone when the recording says, **Now the Speaking test is over. Please ask your teacher to hang-up the phone.**

* <u>It is important that the Test Administrator allow the test to finish in order for the student to receive a valid AZELLA score.</u>

*What do I do when...

...the Speaking test was not finished?

* **Second Scenario:** The call was disconnected (aborted) after the first test question, but before the automatic hang-up after the last question.
    * E-mail the AZELLA Team at AZELLA@azed.gov and provide the following information in your email:
        * School name
        * The group name to which the student was assigned
        * Student's name
        * The Lithocode used
        * The date the Speaking test was administered
    * Further instructions will be e-mailed to you.
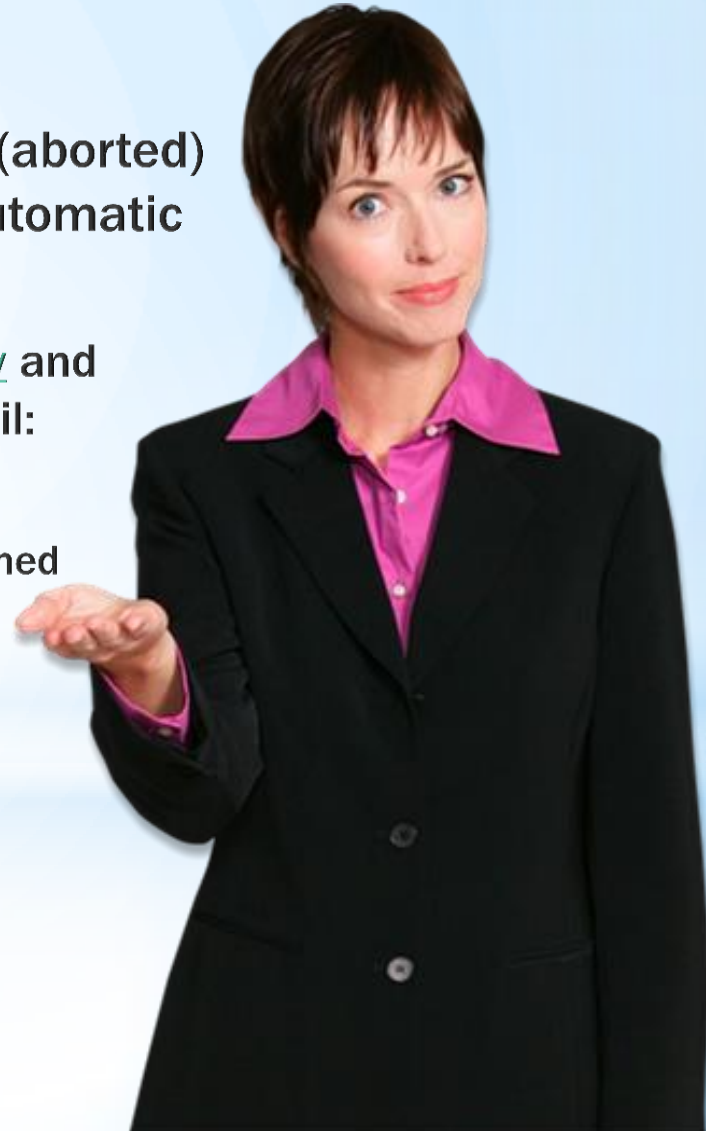
What do I do when...

...a student was tested in error or another mistake was made during testing?

* Complete an Incident Report Form (http://www.azed.gov/assessment/files/2015/04/azella_testing_incident_form_2015-2016.doc), and send it to the AZELLA Team at AZELLA@azed.gov.

* An e-mail response will be sent that outlines the next steps.

What do I do when...?

...I need to access the AZELLA Corrections application and SDELL Reports?

* District/Charter Entity Administrator assigns the individual rolls for personnel in ADEConnect. https://www.azed.gov/aelas/adeconnect

  * Only 1 designee may have the role of **AZELLA District Test Coordinator**

  * All others may have the role of **ELL**

* Login to ADEConnect

* Select **AZELLA Corrections/SDELL Reports**

Where can I get help with ADEConnect?
ADE Support Center
602.542.2222 or 866.577.9636 or
adesupport@azed.gov

*Monitoring AZELLA Placement Testing Progress and Reporting

How to Read the *PearsonAccess* Summary Status Report

| | Organizations | Student Data | Test Setup | Test Management | **Placement Scoring** | Test Results |

Overview | Response Entry | View Status Reports

Current organization: **Unified District**   change organizati...

Home > Placement Scoring > View Status Reports > District Summary Status

District Summary Status Report

↑ Return to View Status Reports

AZELLA Placement

District Summary Status

Speaking is complete, but key entry is not.

Key entry has been started, but it is not completed.

Kindergarten test is complete and may need the SAIS ID added so the test can report out.

Results: 0 - 0 of 0

		Testing Status					
☑ School ▲	Tests	➕ Not Started	✏️ In Progress	✏️ Completed - Key Entry	✏️ Completed - Speaking	⭐ Scored	⭐ Submitted	❌ Invalidated
George Hunt	8	2	1	1	1	1	1	1

Page 1

No part of the test has been entered.

Key Entry is complete, but Speaking needs to be administered.

Test is complete and may need the SAIS ID added so the test can report out .

For a completed test without a SAIS ID associated with the student's registration, the test will stay in Placement Scoring as either Scored or Submitted until the SAIS ID is added in Student Data tab.

*Summary Status Report

School ▲	Tests	✚ Not Started	✎ In Progress	✎ Completed - Key Entry	✎ Completed - Speaking	⭐ Scored	⭐ Submitted	🗙 Invalidated
George Hunt	8	2	1	1	1	1	1	1

Complete key entry.

Complete key entry and administer Speaking test.

Test is complete - Confirm SAIS ID.

Test students.

Administer Speaking Test.

No action is needed.

Test is complete - Confirm SAIS ID.

AZELLA Corrections Application

When a student's AZELLA test record does not match SAIS, it will show up in the AZELLA Corrections application, in ADEConnect.

* Select the field (SAIS ID, First or Last Name, or Date of Birth) with the inaccurate information, enter the correct information, and save.

* Only 1 field per day may be corrected. Corrections need to be completed as soon as possible.

*Reports from *PearsonAccess*

Reports sent to the shipping address in *PearsonAccess* for the AZELLA District Test Coordinator include:

* AZELLA Placement Individual Student Reports – 2 hard copies for each student:
    * Kindergarten Placement Test
    * Stages II – V Placement Tests
* AZELLA Placement Proficiency Roster Reports
    * Kindergarten Placement
    * Alphabetical Roster Stages II – V
* May print additional copies from *PearsonAccess*
    * *Test Results tab*
        * *Published Reports*

*Kindergarten Reports

Student Report

AZELLA
Arizona English Language Learner Assessment
Kindergarten Placement

Diane Douglas
Superintendent of Public Instruction   Reporting Date: mm/dd/yyyy (Cycle 05)

How did FIRSTNAMEAW perform on the English Language Learner Assessment?

Overall, FIRSTNAMEAW scored XXX points on the Arizona English Language Learner Assessment. This student's Overall Proficiency Level is **Proficient**.

- [✓] **Proficient:** Students at this level listen and respond appropriately to spoken English. They have an expanded English vocabulary to orally communicate basic needs and ideas with English words, phrases, and sentences with correct pronunciation. They use pictures or words to retell events from a story heard, indentify pictures with the same first sound, and add relevant details to drawings. This student demonstrates the skills necessary to access mainstream curriculum. Student is not eligible for ELL Services.

- [ ] **Basic / Intermediate:** Students at this level generally understand spoken English, but do not have the vocabulary to respond consistently. They orally communicate basic needs and ideas with gestures and isolated English words. They use pictures to recall objects from a story heard, repeat words that begin with the same first sound and add minimal details to drawings. This student does not demonstrate the sufficient skills in English to access mainstream curriculum and demonstrates the need for specific support in English Language Development instruction. Student is eligible for ELL services.

- [ ] **Pre-Emergent / Emergent:** Students at this level lack the English skills to communicate, retell stories heard, or add details to drawings. This student does not demonstrate sufficient skills in English to access mainstream curriculum and demonstrates the need for specific support in English Language Development instruction. Student is eligible for ELL services.

Student:	**LASTNM, FIRSTNAMEAW M.**
SAIS ID#:	**99999999**
Birth Date:	**mm/dd/ccyy**
Test Date:	**mm/dd/ccyy**
Grade:	**K**
Dist-Sch #:	**999999-999999**
School Name:	**Sample Elementary**
District Name:	**Sample Unified Dist**

Scale Score

Pre-Emergent / Emergent		Basic / Intermediate		Proficient	
XXX	XXX	XXX	XXX	XXX	XXX
				♦ 588	

mmddyy

Proficiency Roster Report

AZELLA
Arizona English Language Learner Assessment
Kindergarten Placement

Reporting Date: mm/dd/yyyy (Cycle 03)

Dist-Sch #: 999999-999999
School Name: Sample Elementary School
District Name: Sample Unified District

School: Sample Elementary School

Proficiency Level	Number	Percent	0%	25%	50%	75%	100%
Proficient	8	30%					
Basic / Intermediate	13	48%					
Pre-Emergent / Emergent	6	22%					

Total Number of Students = 27   Median Scale Score = 390

Purpose: In compliance with federal and state laws, the Arizona Department of Education has developed the AZELLA as a test to be administered to students whose primary or home language is other than English. The results of the test will be used to identify students who demonstrate a need for supplemental services in English language development. In compliance with federal and state laws, school districts and charter schools are required to provide services to students who score less then Proficient on the AZELLA.

	Student	Assessment Date	Scale Score	Overall Proficiency Level	Scale Scores					
					Pre-Emergent / Emergent XXX XXX		Basic / Intermediate XXX XXX		Proficient XXX XXX	
	Invalidated									
1	**LASTNAME, FIRSTNAME M** DOB: mm/dd/yy SAIS#: 12345678 Female	99/99/9999	N/A	Invalidated						
	Pre-Emergent / Emergent									
2	**LASTNAME, FIRSTNAME M** DOB: mm/dd/yy SAIS#: 12345678 Male	99/99/9999	305	Pre-Emergent / Emergent	♦ 305					
3	**LASTNAME, FIRSTNAME M** DOB: mm/dd/yy SAIS#: 12345678 Male	99/99/9999	310	Pre-Emergent / Emergent	♦ 310					
4	**LASTNAME, FIRSTNAME M** DOB: mm/dd/yy SAIS#: 12345678 Male	99/99/9999	315	Pre-Emergent / Emergent	♦ 315					
5	**LASTNAME, FIRSTNAME M** DOB: mm/dd/yy SAIS#: 12345678 Female	99/99/9999	325	Pre-Emergent / Emergent	♦ 325					
6	**LASTNAME, FIRSTNAME M** DOB: mm/dd/yy SAIS#: 12345678 Male	99/99/9999	330	Pre-Emergent / Emergent	♦ 330					
7	**LASTNAME, FIRSTNAME M** DOB: mm/dd/yy SAIS#: 12345678 Male	99/99/9999	390	Pre-Emergent / Emergent		♦ 390				
	Basic / Intermediate									
8	**LASTNAME, FIRSTNAME M** DOB: mm/dd/yy SAIS#: 12345678 Female	99/99/9999	412	Basic / Intermediate				♦ 412		
9	**LASTNAME, FIRSTNAME M** DOB: mm/dd/yy SAIS#: 12345678 Male	99/99/9999	420	Basic / Intermediate				♦ 420		

Note: Results for private school students and invalid results are not included in summary data.

* Reports for Stages II–V

Student Report

AZELLA
Arizona English Language Learner Assessment
Placement

Diane Douglas
Superintendent of Public Instruction

Reporting Date: 99/99/9999   (Cycle 07)

How did FIRSTNA perform on the English Language Learner Assessment?

OVERALL PROFICIENCY LEVEL

☐ **Proficient** students consistently understand social and academic English and can generate sentences, using a variety of grammatical structures. They read, comprehend, and summarize information in grade-level text. These students write three- to five-sentence paragraphs, using grade-level vocabulary and a variety of sentence structures. Student is not eligible for ELL services.

☐ **Intermediate** students have a moderate understanding of social and academic English and can respond using a variety of simple sentences. They comprehend key details and main ideas of text read aloud to them. They have limited ability to decode and comprehend text read independently. They use basic vocabulary to write simple sentences. Student is eligible for ELL services.

☑ **Basic** students have a limited understanding of social and academic English and can respond using isolated words and simple phrases. They inconsistently comprehend key details and main ideas of text red aloud. These students have minimal ability to independently decode and comprehend text. they have minimal ability to write words, phrases, or simple sentences. Student is eligible for ELL services.

☐ **Pre-Emergent / Emergent** students have an extremely limited and inconsistent understanding of social and academic English. With instructional/environmental support, these students can formulate simple phrases and sentences orally and in writing. Student is eligible for ELL services.

Student: **LASTNAME, FIRSTNA**

SAIS ID#: **12345678**
Birth Date: **99/99/9999**
Test Date: **99/99/9999**
Grade: **99**
Dist-Sch #: **999999 - 999999**
School Name: **Sample Elementary School**
District Name: **Sample Unified School**

Score Report

*A determination of Proficient on AZELLA requires a Proficient Score on the Reading and Writing Domain Scores as well as a Proficient Score on the Total Combined Score.

	Scale Score	Pre-Emergent / Emergent	Basic	Interme
*Total Combined	2313			

		Scale Score	Pre-Emergent / Emergent / Basic	Intermediate
Domain Scores	*Reading	216		
	*Writing	209		
	Listening	252		
	Speaking	206		
Additional Scores	Language (Conventions/Vocabulary)	214		
	Oral (Listening/Speaking)	228		
	Comprehension (Reading/Listening)	229		

mmddyy-Z0000001-0000000

Alphabetical Roster Report

AZELLA
Arizona English Language Learner Assessment
Placement

Reporting Date: 99/99/9999 (Cycle 03)

Dist-Sch #: 999999-999999
School Name: Sample Elementary School
District Name: Sample Unified District

School: Sample Elementray School

Grade: 99

Overall Proficiency Level	Number	Percent	0% 25% 50% 75% 100%
Proficient	99	999%	
Intermediate	99	999%	
Basic	99	999%	
Pre-Emergent / Emergent	99	999%	

Total Number of Students = 999   Median Scale Score = 999

Purpose: In compliance with federal and state laws, the Arizona Department of Education has developed the AZELLA as a test to be administered to students whose primary or home language is other than English. The results of the test will be used to identify students who demonstrate a need for supplemental services in English language development. In compliance with federal and state laws, school districts and charter schools are required to provide services to students who score less than Proficient on the AZELLA.

	Student	Overall Proficiency Level	*Total Combined Scale Score Proficiency Level	*Reading Scale Score Proficiency Level	*Writing Scale Score Proficiency Level	Listening Scale Score Proficiency Level	Speaking Scale Score Proficiency Level	Language Scale Score Proficiency Level	Oral Scale Score Proficiency Level	Comprehension Scale Score Proficiency Level
1	1LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678 F	Proficient	1500 Proficient	130 Intermediate	150 Proficient	150 Proficient	150 Proficient	130 Intermediate	130 Intermediate	130 Intermediate
2	2LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678 M	Pre-Emergent/ Emergent	1120 Pre-Em/Em	112 Pre-Em/Em/B	112 Pre-Em/Em/B	112 Pre-Em/Em/B	112 Pre-Em/Em/B	112 Pre-Em/Em/B	112 Pre-Em/Em/B	112 Pre-Em/Em/B
3	3LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678 M	Intermediate	1900 Proficient	190 Proficient	190 Proficient	190 Proficient	190 Proficient	190 Proficient	190 Proficient	190 Proficient
4	4LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678 M	Invalidated								
5	5LASTNAME, FIRSTNAME M DOB: mm/dd/yy SAIS#: 12345678 F	Basic	1000 Basic	100 Pre-Em/Em/B	100 Pre-Em/Em/B	100 Pre-Em/Em/B	100 Pre-Em/Em/B	100 Pre-Em/Em/B	100 Pre-Em/Em/B	100 Pre-Em/Em/B

Note: Results for private school students and invalid results are not included in summary data.
* A determination of Proficient on AZELLA requires a Proficient Score on the Reading and Writing Domain Scores as well as a Proficient Score on the Total Combined Score.

*Guide to Navigating and Using the AZELLA Reports

This guide is intended to assist the AZELLA District Test Coordinator to understand and use the AZELLA reports available in *PearsonAccess* and ADEConnect.

* http://www.azed.gov/assessment/files/2015/06/ell-reports.pdf

Guide to Navigating and Using AZELLA Reports

Arizona Department of Education

Assessment, OELAS (Office of English Language Acquisition Services), and Accountability

Updated on: 6/11/2015

*Contact Information

*Contact Information

AZELLA

- Test administration
- Testing incident reports

Brenda Wright
AZELLA State Test Coordinator
Phone: 602.542.5233
Fax: 602.542.5467
E-mail: AZELLA@azed.gov
www.azed.gov/assessment/azella

OELAS

- Monitoring FEP students
- ELL forms
- SEI Models

Phone: 602.542.0753
Fax: 602.542.3050
E-mail: OELASinbox@azed.gov

www.azed.gov/english-language-learners

Pearson

- *PearsonAccess*
- *PearsonPerspective*
- Testing Materials

Phone: 888.705.9421 Option 2
E-mail: ArizonaTeam@support.pearson.com

Accountability

- Accountability related questions and concerns

Phone: 602.542.5151
Fax: 602.542.5467
E-mail: Achieve@azed.gov
www.azed.gov/accountability

*AZELLA Inbox

AZELLA@azed.gov

* The AZELLA Team strives to respond to your emails within 1 business day unless further research is needed.

* When emailing, please:

  * Use a meaningful subject line that includes your district name.

  * Include full contact information in your signature line or elsewhere in the email.

  * Include **either** the student's SAIS ID **or** the student's complete name and birthdate for questions about a specific student.

* **Emails should only be sent by the AZELLA District Test Coordinator.**

Session 4 is completed.
Close this presentation and then:

- mark this session as **Reviewed** and
- continue with the Survey

Thank you!

Your *PearsonAccess* account will be unlocked shortly after the completion of this training and after receipt of your Superintendent/District Test Coordinator *Test Security Agreement* form.